

Childminder report

Inspection date:

5 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has developed a relaxed setting with a strong family ethos. She plans to care for children as she would want her own children to be cared for. She gathers a range of information from parents when children start so she can understand the unique needs of every child. Children have built positive attachments with the childminder. They giggle loudly in anticipation of being tickled as she pretends to chase them with a puppet. Children demonstrate they feel happy and secure at this setting. The childminder is very alert to children's care needs. For example, she encourages children to get changed after playing with water in the garden in case they get cold. Children's well-being is considered at all times.

The childminder has high expectations for all children and consistently promotes positive behaviour. For example, if children become upset as they do not want to share resources, the childminder explains that everyone has to share. Children demonstrate they understand they need to wait for a moment and start to play with something else as they wait their turn. Children's behaviour is good.

The childminder has developed a curriculum with a strong intent and seeks to support children to build their skills in sequence. She asks children questions about their prior experiences so they can think, remember and develop their language skills. For example, children excitedly talk about visiting the zoo the day before and laugh as they remember how tigers roar loudly. The childminder offers engaging learning experiences. Children enjoy watching caterpillars hatch into butterflies and learn about the work of the police as a police officer visits the setting. Children are enthusiastic learners who are developing the skills they need for future learning.

What does the early years setting do well and what does it need to do better?

- The childminder engages children well through their interests. For example, children play with dinosaurs and discuss they are hungry. The childminder extends this as she asks children to identify and gather food from the role play area. This supports children to remain interested and engaged in learning.
- A key strength of the setting is the curriculum for physical play. Children play with a range of resources in the sand area and use paint brushes as they paint the fence. This supports children to build strength in their fingers as they progress to early mark-making skills. As a result, children hold paintbrushes well and make intentional marks on paper. Children's physical skills are very good.
- Overall, communication and language are supported well. The childminder talks to children, provides a running commentary and reads stories. Children make their needs known. For example, they ask to be 'tucked in' when they sit at the table. However, at times, the childminder often abbreviates words, such as

'handies' and 'choo choo'. This does not help children to hear how words are spoken correctly as they develop their early language skills.

- The childminder is a positive role model and encourages children to say 'please' and 'thank you', use good manners and share resources. Children enjoy being involved in routines, such as helping to tidy up so that others do not fall over resources on the floor. Children understand expectations and are beginning to be aware of their emotions and the needs of others.
- Children gain an understanding of the world through imaginative experiences. For example, they enjoy painting in the outdoors at the local park and eagerly search for worms in the garden. The childminder teaches children about road safety and how to hold a knife safely as they cut up fruit. Children are developing a good understanding of healthy lifestyles and how to keep themselves safe.
- Partnerships with parents are good. Parents share that there is consistent communication and that the childminder creates a 'home away from home'. The childminder seeks parental involvement in assessment and encourages home learning. The childminder consistently shares information about children's learning and development, which helps to support a consistent approach for children.
- Partnerships with other professionals are established. The childminder invites teachers into the setting to observe children as they prepare to leave for school. She meets regularly with other childminders to discuss good practice and receives support from the local authority. These partnerships help the childminder to review and adapt her practice to support the needs of all children.
- The childminder attends mandatory training and professional development opportunities. She chooses training that will develop her skills. For example, she has recently attended training on supporting children's mental health. This has strengthened her understanding of how to support children's personal and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that all vocabulary is modelled correctly when speaking to children, in order to support children's communication and language skills.

Setting details

Unique reference number	2723953
Local authority	Lancashire
Inspection number	10399206
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Thornton-Cleveleys. She operates Monday to Friday from 8am to 5.30pm. The childminder holds a relevant childcare qualification at level 6. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector and childminder carried out a joint observation.
- The inspector took into account the views of parents through written comments.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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